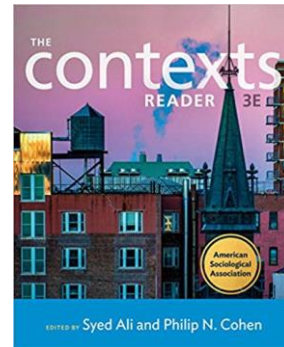
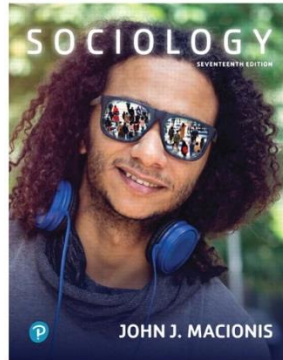


Professor: Dr. Tracy Vargas
Email: tvargas@kutztown.edu
Office Hours: M W F 10:00 - 11:00 AM,
Tu Th, 12:15- 1:15 PM, or by appointment

Office: Old Main 462
(accessible by stairs only)
Office phone: 610-683-4741

Principles of Sociology (SOC 10 010)
Fall 2018
M W F 8:00 - 8:50 AM Room AF 102



Required Course Textbooks

(1.) *Sociology, Seventeenth Edition* by John J. Macionis

This is a Digital Textbook. You must purchase a REVEL for Sociology Access Card.

ISBN: 9780134722948

IMPORTANT!!! Once you activate your code you cannot return it or receive a refund.

To access your textbook: Check your Kutztown email for a message from me (tvargas@kutztown.edu). Click the link contained in the email. You will need to register for a Pearson account and enter your digital textbook's access code. Click the "Join Course" button to join Principals of Sociology Revel Sociology, 17e. If you experience difficulty retrieving your digital textbook, please contact KU's IT department and/or Pearson.

Also, I encourage you to download the Revel by Pearson app for your phone/tablet.

(2.) *The Contexts Reader, Third Edition* by Syed Ali & Philip Cohen

This is a traditional printed textbook. It is a collection of short articles that have been published in the American Sociological Association's (ASA) magazine *Contexts*.

ISBN: 9780393639650

To read more about the ASA and *Contexts* magazine visit: <http://www.asanet.org/research-and-publications/contexts>

Printed copies of both required textbooks for this course are also available on reserve at the Rohrbach Library. However, these are not intended to replace your purchase of the required textbooks. You must purchase a digital copy of *Sociology, Seventeenth Edition* in order to take the embedded reading comprehension quizzes. See the "Student Evaluation" section of this syllabus for more information.

Course Description & Objectives

This introductory level course is designed to familiarize you with some of the foundational principles of sociology. It fulfills category B of your General Education requirements and meets student learning outcomes 3 and 6.

3. Apply skills in critical analysis and reasoning for the interpretation of data.
6. Analyze the role of values, ethics, diversity, and multiple perspectives in local and global society.

Your main objectives in this course will be to accurately understand and apply the sociological concepts and theories you learn about through the assigned readings, classroom lectures, and breakout session assignments. Together, we will be examining a series of interesting sociological topics highly relevant to today's world, including culture, sexuality, gender, deviance, social class, race, ethnicity, and more. While lecture is the primary teaching format, specific class sessions will be designed to interactively facilitate learning through question and answer, videos, group discussion, classroom exercises, and more.

Specific learning objectives for this class include:

- ✓ Cultivate your own sociological imagination in order to understand how social issues affect individuals (including you) and their relationships with others
- ✓ Understand key concepts and apply them accurately
- ✓ Distinguish the discipline of sociology from other social sciences
- ✓ Understand, compare, and contrast the three (3) major theoretical approaches within the field of sociology (structural functional, symbolic interaction, and conflict theory).
- ✓ Relate key concepts and theoretical perspectives to everyday life experiences, events, media representations, organizations, communities, and so on.

As the instructor, I will evaluate your level of understanding according to these learning objectives. The section of this syllabus titled "Student Evaluation" explains how you will be graded, including exam performance, breakout session assignments, reading comprehension, and attendance.

Instructor's Teaching Philosophy (Pedagogy)

My teaching philosophy is rooted in the principles of engaged and active learning. If you are a people person, a people watcher, or simply intrigued by social life, this class is for you! To facilitate the development of your sociological "lens," or "sociological imagination," I will strive for a rich classroom environment where we learn by discussing concepts and theories, collecting evidence, asking questions, and critically examining social phenomena. Given that sociology is the study of social groups, I believe that interactive learning embodies the heart of the discipline. This is both a challenge for large classrooms such as ours and an exciting opportunity to listen to and learn from many others.

Student Evaluation

Grades will never be discussed via email. You must come to my office hours or see me after class if you would like to discuss grading for the course. Grades will be assessed based on Kutztown University policy and available on D2L.

A = 93% or above A - = 90 – 92% B+ = 87– 89% B = 83– 86% B - = 80–82%
C+ = 77– 79% C = 70– 76% D = 60– 69% F = 60% or below

Online Exams (40%)

You will be given **three (3)** online exams on the course material this semester. These exams are non-cumulative. The information you will be tested on will be terms, concepts, ideas, and theories you learn about through the course textbooks, classroom lectures, and discussion. Exam format will include true/false, multiple choice, and short answer. You will be locked out at exactly 11:59 PM on the exam date according to the server's clock. More information on exams will be provided during in-class review sessions.

Breakout Session Assignments (30%)

You will be assigned a group early in the semester and together will complete a total of **five (5)** classroom Breakout Session Assignments. Each assignment will be graded according to its accompanied rubric and receive a group score. Near the end of the semester, you will also evaluate the performance of the peers in your group. If you miss a Breakout Session Assignment, it is your responsibility to make up the missed assignment on your own, which will be available on D2L. Late assignments will be docked two points per day and not accepted beyond one week, unless otherwise approved by me. You will receive more information on each breakout session as these dates approach.

Reading Comprehension (20%)

A critical part of learning sociological ideas, concepts, findings, and theories is reading. I will be tracking your digital textbook reading using the Pearson Principals of Sociology Revel Sociology, 17e module. As you read your digital textbook, you will be intermittently prompted to take Section Quizzes and Chapter Quizzes. Your reading progress, Section Quiz scores, and Chapter Quiz scores will be aggregated into one Reading Comprehension grade.

Attendance (10%)

It is your responsibility to sign in at the beginning of each class as the class sign-in sheet circulates throughout the room. If your signature is not marked next to your name, there will be no record of your attendance. **Six (6)** unexcused absences will be permitted during the semester. Absences beyond the allotted limit, habitual tardiness, or leaving early will be detrimental to your final grade. If you miss a class, I recommend that you keep in contact with two reliable classmates who can provide you with class notes. *I do not respond to student emails asking, "What did I miss last class," or similar inquiries.* Please select two reliable classmates and record their information in the space provided:

Name 1 _____

Email 1 _____

Name 2 _____

Email 2 _____

Communication with your Instructor

The quickest way to reach me is by email. When emailing me, please include your full name and indicate which class and section you are in (Example: Matt Shawley, 8 AM Principals of Sociology SOC 10 010). I encourage you to visit my office during office hours to discuss your progress in this course. You may also schedule a meeting with me outside these hours, upon request.

IMPORTANT!!! If at any point during the course you find that you are not doing as well as you hoped or expected, immediately contact me to schedule a meeting. Please do not wait until the end of the semester because it will likely be too later for any intervention.

Classroom Etiquette

- ✓ This course covers a series of sensitive sociological topics. While I welcome the sharing of your ideas, opinions, and experiences in the classroom and online, there is a zero tolerance policy for offensive language, hate speech, derogatory words, or threatening behaviors. We will collectively establish a list of Classroom Culture Guidelines during the first week of class and abide by them throughout the semester.
- ✓ The responsible uses of electronic devices ARE permitted during class for academic purposes only, such as viewing your textbook or taking notes. If I observe your devices becoming a distraction, you will receive a warning. If the behavior continues, you will be asked to leave and marked as absent.
- ✓ You DO NOT have permission to digitally record within the classroom without my prior consent using cell phones, laptops, iPads, notepads, voice recorders, or any other audio or video equipment.

Academic Honesty

At your earliest convenience, please take time to read the entire Academic Honesty Policy <http://app.kutztown.edu/policyregister/policy.aspx?policy=ACA-027>

Academic dishonesty involves any attempt to obtain academic credit or influence the grading process by means unauthorized by the course instructor. Academic dishonesty includes, but is not limited to the following situations and examples:

1. Providing or receiving unauthorized assistance in course work and lab work, or unauthorized assistance during examinations or quizzes.
2. Using unauthorized notes, materials, and devices during examinations or quizzes.
3. Plagiarizing the work of others and presenting it as one's own without properly acknowledging the source or sources. At its worst extreme, plagiarism is exact copying, but it is also the inclusion of a paraphrased version of the opinions and work of others without giving credit. It is not limited to written materials. It includes the wrongful appropriation in whole or in part of someone else's literary, artistic, musical, mechanical, or computer-based work.
4. Presenting material to fulfill course requirements that was researched or prepared by others (such as commercial services) without the knowledge of the instructor.
5. Falsifying or inventing data to be presented as part of an academic endeavor.

6. Gaining unauthorized access to another person's or the University's computer system.
Violations include tampering with or copying programs or data or access codes associated with coursework.
7. Possessing or arranging for someone else to possess course examination or quiz materials at any time without the consent of the instructor.
8. Altering or adding answers on exercises, exams, or quizzes after the work has been graded.
9. Making fraudulent statements, excuses, or claims to gain academic credit or influence testing or grading.
10. Taking examinations or quizzes for someone else or arranging to have someone take examinations or quizzes in place of the person registered for the course.

Student Accommodations

If you anticipate the need for any reasonable accommodations to meet the requirements of this course, please contact the Disability Services Office located in 215 Stratton Hall. If you are currently receiving accommodations, it is your responsibility to provide me with an official accommodations letter and meet with me privately to discuss these accommodations. My office, which is on the 4th floor of Old Main, is not accessible by elevator. If you have a physical disability that prevents you from climbing stairs, please let me know. I will arrange to meet with you in an accessible location. More information is available at: [https://www.kutztown.edu/about-ku/administrative-offices/disability-services-\(dso\).htm](https://www.kutztown.edu/about-ku/administrative-offices/disability-services-(dso).htm)

CASA Services

The Center for Academic Success & Achievement (CASA) provides a variety of free services for students, including individualized academic success plans, study skills support, tutoring, and connections to campus resources. I encourage you to stop in the bottom of Rohrbach Library (Room 26), email them at casa@kutztown.edu, call to set up an appointment (610) 683-4007, or checkout their webpage for more information: <https://www.kutztown.edu/about-ku/administrative-offices/center-for-academic-success-and-achievement.htm>.

Course Schedule

Course readings are listed according to the first date they will be covered in class.
Exam and Breakout Session dates are tentative, but subject to change.

Week 1: The Sociological Perspective

M 8/27, W 8/29, F 8/31

- *Sociology* (17th ed.) Chapter 1– The Sociological Perspective (pp.2-27)
- *Contexts Reader* Preface (p.vii) and 1. “Sociologists as Outliers” by Joel Best (pp.3-7)

Week 2: Sociological Investigation

M 9/3: Labor Day – NO CLASS

W 9/5, F 9/7

- *Sociology* (17th ed.) Chapter 2– Sociological Investigation (pp.28-59)
- *Contexts Reader* 2. “How to Do Ethnography Right” (pp. 8-9), “Want to Improve Your Qualitative Research? Try Using Representative Sampling and Working in Teams (pp. 11-13)
- *Context Reader* 3. “Sense and Nonsense About Surveys” (pp. 17-24)

Breakout Session 1

Week 3: Culture

M 9/10, W 9/12, F 9/14

- *Sociology* (17th ed.) Chapter 3– Culture (pp.60-89)

Week 4: Culture

M 9/17, W 9/19, F 9/21

- *Contexts Reader* 6. “Babes in Bikeland” by Bjorn Christianson (pp.45-53)
- *Contexts Reader* 9. “Opera Thugs and Passionate Fandom” by Claudio Benzecry (pp.66-71)
- *Contexts Reader* 23. “What’s so Cultural about Hookup Culture?” by Lisa Wade (pp. 168-170)

Breakout Session 2

Week 5: Wrap-up, Review and Exam

M 9/24, W 9/26

F 9/28: **Online Exam 1** (lock-out at 11:59PM)

Week 6: Sexuality and Society

M 10/1, W 10/3, F 10/5

- *Sociology* (17th ed.) Chapter 9 – Sexuality and Society (pp.218-245)
- *Contexts Reader* 24. “Hookups, Sex, and Relationships at College” by Jessie Ford and Paula England (pp. 171-175)
- *Contexts Reader* 25. “Sexual Orientation versus Behavior – Different for Men and Women?” by Eliza Brown and Paula England (pp.176-183)

Week 7: Gender Stratification

M 10/8: Fall Break – NO CLASS

W 10/10, F 10/12

- *Sociology* (17th ed.) Chapter 14– Gender Stratification (pp.356-385)
- *Contexts Reader* 28. “#callmecaitlyn and Contemporary Trans* Visibility” by D’lane Compton and Tristan Bridges (pp. 196-197)
- *Contexts Reader* 29. “Bathroom Battlegrounds and Penis Panics” by Kristen Schilt and Laura Westbrook (pp.198-204)

Week 8: Gender Stratification

M 10/15, W 10/17, F 10/19

- *Contexts Reader* 4. “This Revolution is not Being Televised” by Michael Messner, Margaret Duncan, and Nicole Willms (pp.26-32)
- *Contexts Reader* 8. “Tiger Girls on the Soccer Field” by Hilary Levey Friedman (pp.60-65)
- Film: *Battle of the Sexes* (2017)

Breakout Session 3

Week 9: Deviance

M 10/22, W 10/24, F 10/26

- *Sociology* (17th ed.) Chapter 10 – Deviance (pp.246-277)
- *Contexts Reader* 12. “Becoming a Stickup Kid” (pp. 90-97)
- *Contexts Reader* 14. “Digital Punishment’s Tangled Web” (pp.106-112)

Week 10: Wrap-up, Review and Exam

M 10/29, W 10/31

F 11/2: **Online Exam 2** (lock-out at 11:59PM)

Week 11: Social Class

M 11/5, W 11/7, F 11/9:

- *Sociology* (17th ed.) Chapter 12 – Social Class in the United States (pp.302-329)

Week 12: Social Class

M 11/12, W 11/14, F 11/16

- *Contexts Reader* 58. “A Hand Up for Lower-Income Families” (pp. 417-422)
- *Contexts Reader* 59. “Falling Upward” (pp.423-424)
- *Contexts Reader* 62. “Same Trailer, Different Park” (pp.438-445)

Breakout Session 4

Week 13: Race and Ethnicity

M 11/19

- *Sociology* (17th ed.) Chapter 15– Race and Ethnicity (pp.386-415)
- *Contexts Reader* 13. “Explaining and Eliminating Racial Profiling” (pp. 98-105)

W 11/21: Thanksgiving Recess – NO CLASS

F 11/23: Thanksgiving Recess – NO CLASS

Week 14: Race and Ethnicity

M 11/26, W 11/28, F 11/30

- *Contexts Reader* 17. “Black and Blue,” including all subsections (pp.133-140)
- *Contexts Reader* 19. “The Whiteness of Oscar Night” (pp.144-147)
- *Contexts Reader* 20. “Social Mobility Among Second-Generation Latinos”
- Film: *Crash* (2004)

Breakout Session 5**Week 15: Wrap-up and Review**

M 12/3, W 12/5, F 12/7

Week 16: Finals Week

W 12/12 **Online Exam 3** (lock-out at 11:59PM)

I reserve the right to alter this Syllabus as I see fit at any point during the semester, in which case you will be notified verbally, electronically, and/or via handout.